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ABSTRACT

Drawing on experience teaching a college course, this book explains the process that evolves as teachers and students grapple with learning about racism and becoming antiracist. Racism is defined as an institutionalized system of economic, political, social, and procedural relations that ensures that one racial group has and maintains power and privilege over all others. Individuals participate in racism when an objective outcome of behavior reinforces these relations, regardless of their intention. Consequently, an individual may act in a racist manner unintentionally. Antiracism education is the beginning of a new approach to thinking, feeling, and acting. Part I of this book describes the conceptual framework for antiracism and the premises underlying the researchers' pedagogy. Part II describes the course "Racism and Human Development," and details how each class session contributes to the progression of students' growth. Each chapter in this section focuses on a major developmental phase of student growth, and within each chapter teaching challenges, activities and teaching strategies, and analyses of student growth are discussed. Part III discusses ways teachers can personalize the course for their own classes. Topics include: (1) reflections on generic issues related to antiracist education; (2) factors to consider when adapting the course to different settings, students, and social-political dynamics; and (3) suggestions for continuing self-education. (Contains 73 references.) (SLD)

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